# INVESTIGATION OF SELF-DIRECTED LEARNING PERFORMANCE OF UNDERGRADUATE STUDENTS IN ENGLISH WRITING COURSE

PORNPITTAYA MAHAMIT

An Independent Study Submitted in Partial Fulfillment

of the Requirements for the Master of Arts Degree

in English

May 2023

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พรพิทยา มหามิตร

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Approved in partial fulfillment of the requriements for the

Master of Arts Degree in English

University of Phayao

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**Title:** INVESTIGATION OF SELF-DIRECTED LEARNING PERFORMANCE OF UNDERGRADUATE STUDENTS IN ENGLISH WRITING COURSE

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**Keywords:** self-directed learning performance, undergraduate students, English writing course

## ABSTRACT

This survey study aimed 1) to investigate self-directed learning performance (i.e. self-management, self-monitoring, using additional learning tools, seeking assistance from others, and motivation) of undergraduate students with three different levels of writing proficiency (high, medium, and low) in English writing course and 2) to compare self-directed learning performance of undergraduate students with different levels of writing proficiency. This study used a mixed method data collection; quantitative and qualitative in order to respond to the objectives of the study. The participants in this study were 53 third-year English major students enrolled in Academic Writing course in the 2nd semester of the academic year 2021 at the University of Phayao. The data were collected by using self-directed learning performance questionnaire and semi-structured interview. The data were analyzed by using percentage, means, standard deviation, F-test, and thematic analysis. The findings were as follows: 1) Self-directed learning performance of the students with high writing proficiency was at high level in the aspects of self-management, self-monitoring, using additional learning tools, and motivation whereas they had low level of seeking assistance from others. The students with medium writing proficiency had high level of self-directed learning performance in self-management, self-monitoring, and using additional learning tools while their seeking assistance from others and motivation were at moderate level. For low writing proficiency students, they had high level of self-directed learning performance in using additional learning tools. However, their self-management, self-monitoring, and motivation were at moderate level, and their seeking assistance from others was at low level. 2) The mean scores of self-monitoring and motivation of high writing proficiency students were significantly higher than medium and low proficiency students at .05 level. However, there were no statistically significant differences at .05 level in the aspects of self-management, using additional learning tools, and seeking assistance from others among three groups of students.

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Pornpittaya Mahamit

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# CHAPTER I

# INTRODUCTION

## Background of the study

There are various languages used in the world and each country also has its own national language. The English language is the most common second language in the world, so everyone needs to know it for use in communication between people of different languages and give the chance to education in other countries (Ilyosovna, 2020). Many countries have paid more attention to the English language including Thailand. In Thai educational system, English is specified to be the main subject that is required for every student. All Thai students have been learning and developing four English skills including listening, speaking, reading, and writing (Kalong, 2016). Although Thai students had been learning English for a long time, the English scores from Ordinary National Educational Test (O-NET) were lower than fifty percent (National Institute of Educational Testing Service (Public Organization), 2021).

Among four English skills, writing is more important because it can be used as a tool for communication with people who cannot interact directly such as writing letters to tell stories and contact with the organizations. Kellogg and Raulerson (2007) claimed that writing is very challenging since it evaluates memory, language, and thinking skill. Writing skills help students to express their thoughts in a meaningful form and to use language properly (Ariana, 2010). Furthermore, writing skills enhance students' opportunities for success because it is one of the requirements in today's cooperate world. If writing to communicate the needs is clear, the chance of success is greater ( Peter & Singaravelu, 2021). However, it was found that Thai students have faced the most difficulties in writing skills (Rodsawang, 2017). When students write assignments, their writing requires many skills such as knowledge, vocabulary, grammar, and creativity (Chuchuen, 2018). It agreed with Tangpermpoon (2008) which stated that a certain amount of L2 background knowledge and suitable language use were needed for students to produce good writing. Novia and Saptarina (2021) also claimed that writing skills differ from other skills.

Students have to follow some process of writing for having well-written composition. Therefore, it is very difficult for students to write effectively.

To improve students' writing skills, self-directed learning (SDL) process was applied to teaching and learning activities. The study of Sriwichai and Inpin (2019) suggested that self-directed learning activities which enabled students to plan, manage, and evaluate the learning process with peers' assistance could promote students' writing skills because students had an opportunity to take responsibility in their learning process and achieve more ideas to write. It agreed with the study of Doyle (2018) which stated that the ability to write reports and articles skills was related to self-directed learning. It corresponded with the study of Aghayani and Janfeshan (2020) which focused on the effect of self-directed learning on EFL learners' writing performance. It found that the self-directed learning method had significant effects on students' performance of English writing ability and indicated that there was a significant difference between the two groups of learners at each level regarding their development of English writing ability. It also agreed with Ramadhani, Safriyani, Siregar, Tambunan, and Harputra (2020) which revealed the improvement of students' writing ability by using self-directed learning.

Self-directed learning (SDL) was defined by many scholars. Firstly, it was defined as the method in which people take the initiative with or without assistance from others, set up learning needs, set up learning goals, choose material and learning resources, choose and implement appropriate learning strategies, and evaluate learning outcomes (Knowles, 1975). Self-directed learning is an instruction process that students accept to have responsibility for their learning (Fisher, King & Tague, 2001). In other words, the learners themselves plan, implement, and achieve was the term of self-directed learning (Aghayani & Janfeshan, 2020). Self-directed learning is also an essential process for learners to enhance their knowledge and skills (Chomeya, Phansri & Piyakun, 2022).

Nowadays, self-directed learning plays an important role in online learning. From the spread of the COVID-19 pandemic, all schools were closed to reduce COVID-19 virus transmission. Online learning has been used to solve teaching and learning problems in this situation. However, there were many problems while learning online. For example, some students did not have the tools for learning online. Some teachers did not familiar with

using platforms for teaching such as Google Meet and Zoom Meeting. Hence, self-directed learning becomes a good method to keep learning during this pandemic since it gives students a chance to control their own learning process and determine their roles independently (Leatemia, Susilo & Berkel, 2016; Masouleh & Jooneghani, 2012).

Problematically, many previous studies used self-directed learning processes on promoting students' writing competence. However, there is less investigation of both processes and characteristics of self-directed learning which is important for online learning. The processes and characteristics will be useful for teachers to teach English writing and to make the students for being self-directed learners in English writing course. Thus, this current study aimed to investigate and compare self-directed learning performance of undergraduate students in English writing course.

## Research Objectives

1. To investigate self-directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low)

2. To compare self-directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low)

## Research Questions

1. What is the level of self-directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low)?

2. Is there a significant difference in self-directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low)?

## Scope of the study

1. Area of the study

This study was conducted in an Academic Writing course of the School of Liberal Arts, University of Phayao in the 2nd semester of the academic year 2021.

2. Participants

The participants of this study were 53 third-year English major students studying Academic Writing course of the School of Liberal Arts, University of Phayao.

3. Area of content

This study focused on the investigation and the comparison of self-directed learning performance of undergraduate students in an Academic Writing course.

4. Area of time

This study was conducted in an Academic Writing course in the 2nd semester of the academic year 2021.

**Definition of Terms**

The key terms used throughout this study were defined as follows:

Self-directed learning performance

Self-directed learning performance referred to the processes and characteristics of undergraduate students in English writing course including five aspects: self-management, self-monitoring, using additional learning tools, seeking assistance from others, and motivation.

Self-management referred to 1) Having a writing plan (e.g. how many pages they will write, how long they will take to write, how do they start writing), 2) Having a writing outline (e.g. introduction, body, conclusion, 3) Setting up strict time frames to write (e.g. write introduction within 30 minutes), and 4) Setting up a specific date and time to write an assignment (e.g. write an assignment on the fifteenth of October at night)

Self-monitoring referred to 1) Implementing writing outline to complete writing assignments, 2) Having a responsibility to write follow a plan, date, and time, 3) Evaluating writing structure in writing assignment (e.g. introduction, body, conclusion, main idea, supporting details), 4) Checking vocabulary (e.g. word form, word choice), 5) Checking writing mechanics (e.g. capitalization, punctuation, spelling), 6) Checking sentence structure and word order (e.g. subject, verb, object, the position of adjectives), 7) Checking grammar correctness (e.g. Tense, subject-verb agreement, parts of speech, articles), 8) Considering

the strength and weaknesses, and 9) Reviewing and revising the progress of the first draft to the final draft

Using additional learning tools while writing assignment referred to 1) Using printed dictionaries (e.g. Oxford, Longman), 2) Using online dictionaries (e.g. Longdo Dictionary, Oxford Dictionary, online thesaurus dictionary), 3) Using vocabulary and grammar books, 4) Using translation programs (e.g. Google Translate, Scan & Translate Application), 5) Using a search engine (e.g. Google), and 6) Learning from social networking sites (e.g. Youtube, Facebook Fanpage)

Seeking assistance from others while writing assignment referred to 1) Asking classmates, 2) Asking foreign friends, 3) Asking family members, 4) Asking seniors, and 5) Asking teachers

Motivation referred to 1) Preference to write, 2) Enjoyment when writing assignments, 3) Having confidence in their writing abilities (e.g. vocabulary, writing mechanics, grammar correctness), 4) Having own interesting topic for writing, 5) Wanting to get a high score on writing assignment, and 6) Wanting to improve my writing skills.

Undergraduate students

Undergraduate students referred to 53 third-year English major students studying Academic Writing Course in the 2nd semester of the academic year 2021 of the School of Liberal Arts, University of Phayao.

English Writing Course

English Writing Course referred to an Academic Writing course in the 2nd semester of the academic year 2021 of the School of Liberal Arts, University of Phayao. In this semester, the course was online due to the spread of the COVID-19 pandemic.

## Significance of the study

The results of the study could:

1. Be useful for EFL writing teachers in terms of improving students' writing skills by integrating self-directed learning.

2. Be used as a guideline for students to apply self-directed learning process to learn English writing and finish their writing assignments.

3. Be used as a reference that gives new concepts for EFL researchers to study self–directed learning in other skills such as reading and listening.

## Conceptual Framework

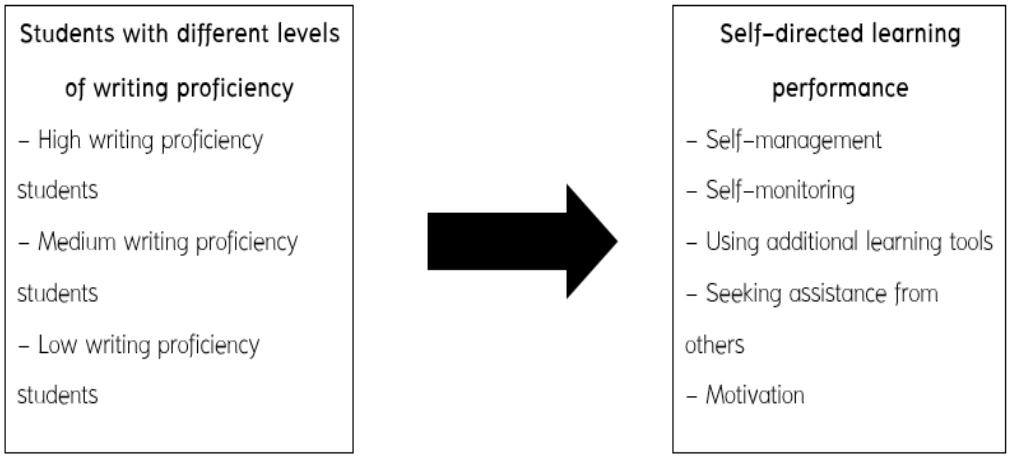


**Figure 1 Conceptual framework of the study**

From the conceptual framework in Figure 1, this study aimed to investigate and compare self–directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low) in five aspects including self–management, self–monitoring, using additional learning tools, seeking assistance from others, and motivation.

# CHAPTER II

# REVIEW OF RELATED LITERATURE AND RESEARCH

This study examined self-directed learning in English Writing Course of undergraduate students. The researcher reviewed some contents as follows:

1. Writing
    1.1 The definition of writing
    1.2 Teaching writing
2. Self-directed learning
    2.1 The definition of self-directed learning
    2.2 Self-directed learning model
    2.3 Self-directed learning performance
3. Related studies

## Writing

1. The definition of writing

Many experts have variously defined the definitions of writing. White and Arndt (1991) explained writing as the approach of problem-solving processes such as creating ideas, the voice discovery with which to write, scheduling, setting goals, tracking and things evaluation, and a quest for language that communicates exact significances (p. 3). Byrne (1979) also defined writing as the encoding of a certain message or idea, a sequence of phrases in a systematic manner. Nunan (2003) claimed that the process of thinking about designing ideas, how to express them in good writing, and organizing the ideas into statements and paragraphs clearly is the meaning of writing (p. 88). In addition, Kuni Hidayati (2018) told that writing is a communication process with others in which a writer expresses his or her ideas and thoughts in written forms to readers. Whereas, V. Urquhart and McIver (2005) stated that writing is a method of recursion, which means students revise throughout the method, frequently moving back and forth among the stages (pp. 5–6).

From the definition of writing above, most scholars define writing as the process of thinking that people used to express their own ideas creatively to communicate with others in written forms. However, the definition of writing by Urquhart and McIver (2005) is different from others. They defined writing as a recursive process in which students can go back and forth to rewrite their ideas.

In conclusion, in this study writing can refer to the processes which undergraduate students used to express their thoughts or ideas through written languages for teachers to know and understand.

2. Teaching writing

Nasional, Tsanawiyah, and Aliyah (2006) stated that the skills of language are carried out into four skills including listening, speaking, reading and writing. When considering the four basic skills of language, writing skills is the most difficult learning skills (Can & Yavuz, 2017). Hence, learning to write effectively needs assistance as a guideline for being successful. Harmer (2008) told that teaching writing skills is different from teaching other skills. Moreover, he argued that it is because of the nature of the writing process, the need for accuracy in writing, and the mental process that students go through when writing. Therefore, students need to have appropriate approaches for them to use when learning writing. However, this study focused on self-directed learning performance of undergraduate students when learning writing for planning to teach English writing effectively.

**Self-directed learning**

1. The definition of self-directed learning

Self-directed learning (SDL) gives many benefits to EFL learners' writing skills and promoted EFL University students' writing ability (Akmilia, Purnawarman, & Rodliyah, 2015; Sriwichai & Inpin, 2019). The definition of self-directed learning can be defined by many scholars. Knowles (1975) stated SDL as the process within which people take the initiative, with or without the help from others, in diagnosing their learning needs, formulating learning goals, identifying material and learning resources, selecting and implementing appropriate learning methods, and evaluating learning outcomes (p. 18).

Brookfield (2009) explained that self-directed learning includes the conceptualization, design, implementation and evaluation of learning guided by learners. Udombua, et al. (2013) described SDL is a method of learning used widely in many areas that can be defined as students 'responsibility of searching and accepting their knowledge. The idea of self-directed learning, which has its source in adult education, has a wide variation in meaning, but the central idea is that self-directed learning looks at learners as responsible managers of their learning endeavor (Wangsomchok, Darnsawas & Kunnu, 2017).

Self-directed learning was defined in the same way as the process and personal characteristic in which learners used every step to achieve their learning goals including analyzing their own needs, designing the plan, implementing, and selecting their own suitable process for being successful.

2. Self-directed learning Model

Many scholars have investigated self-directed learning (SDL) from two perspectives. Firstly, self-directed learning can be seen as a process of organizing the instruction, focusing their attention on the level of learner autonomy over the instructional process (Harrison, 1978; Mocker & Spear, 1982). Secondly, personal attributes can be examined in self-directed learning (Garrison, 1997; Guglielmino, 1977; Kasworm, 1988) with a goal of education described as developing individuals who can assume moral, emotional, and intellectual autonomy. Different perspectives in SDL lead to several models of SDL which consist of many dimensions. The study of Khiat (2015) and Williams and Brown (2013) showed the analysis of the model used to measure the students' self-directed learning skills. They found that there was no best model to assess students' self-directed learning skills. The model used should be appropriate to the student's context.

2.1 Brockett and Hiemstra's Personal Responsibility Orientation Model (PRO)

Brockett and Hiemstra (2018) considered self-directed learning both as an instructional method and as a set of personality characteristics. The responsibility for assessing needs, securing learning resources, implementing learning activities, and evaluating learning include in the instructional method. On the other hand, personality characteristics contain self-concept, readiness for self-direction, the role of experience, and learning styles. Social context is also combined in the model.

2.2 Self-directed Learning Readiness

Guglielmino (1977) stated that there were eight aspects used to evaluate the students' readiness including willingness to learning, self-concept as an active learner, initiative and independent learning, informed acceptance of responsibility, love of learning, creativity, positive direction to the future and the capability for using problem-solving skills and fundamental study.

2.3 Garrison's Model

Song and Hill (2007) claimed that Garrison's model of SDL also includes the perspectives of SDL as a personal attribute as well as a learning process. According to Garrison (1997), three dimensions are accomplished in Garrison's Model which are self-management, self-monitoring, and motivation.

2.4 Gibbons's Self-directed learning

Gibbons (2003) stated learners will have self-directed learning when they have five dimensions: 1) Learners control over as much of the learning experience as possible, 2) Skill development, 3) Students' learning to challenge themselves to their best possible performance, 4) Student self-management, and 5) Self-motivation and self-assessment.

2.5 Williamson's Model

Williamson (2007) evaluated SDL in five dimensions which are awareness, learning strategies, learning activities, evaluation, and communication skills.

2.6 A Conceptual Model for Understanding SDL in Online Environments

Song and Hill (2007) indicated that the online learning context impact both SDL personal attributes and processes, so a conceptual model for understanding SDL in an online context is developed. The SDL personal attributes in the online context focus on resource use, strategy use, and motivation. Meanwhile, planning, monitoring, and evaluating are the three dimensions of the SDL processes in the online context.

From above, each SDL model consisted of two parts: the instructional process and a set of personal characteristics. The instructional process included analyzing the needs, planning, searching learning resource, learning activities, self-controlling, and

evaluating. In addition, self-concept, creativity, and motivation are included in a set of personal characteristics.

Based on the review of the definition and the model of self-directed learning. Self-directed learning in the present study referred to the processes and characteristics in five aspects: self-management, self-monitoring, using additional learning tools, seeking assistance from others, and motivation. Each aspect was explained below.

3. Self-directed learning performance

Self-directed learning performance in this study was described as follows:

3.1 Self-management

The analysis of self-management in this context meant when students were assigned to write assignments, they would manage themselves to write assignments as follows: 1) Having a writing plan (e.g. how many pages they will write, how long they will take to write, how do they start writing), 2) Having a writing outline (e.g. introduction, body, conclusion, 3) Setting up strict time frames to write (e.g. write introduction within 30 minutes), and 4) Setting up a specific date and time to write an assignment (e.g. write an assignment on the fifteenth of October at night)

3.2 Self-monitoring

In the aspect of self-monitoring in this context, it means students have the self-control to write when they are assigned to write assignments. The focuses on self-monitoring were 1) Implementing writing outline to complete writing assignment, 2) Having a responsibility to write follow a plan, date, and time, 3) Evaluating writing structure in writing assignment (e.g. introduction, body, conclusion, main idea, supporting details), 4) Checking vocabulary (e.g. word form, word choice), 5) Checking mechanics (e.g. capitalization, punctuation, spelling), 6) Checking sentence structure and word order. (e.g. subject, verb, object, position of adjectives), 7) Checking grammar correctness (e.g. Tense, subject-verb agreement, parts of speech, articles), 8) Considering the strength and weaknesses, and 9) Reviewing and revising the progress of the first draft to the final draft

3.3 Using additional learning tools

In this study, using additional tools referred to students' using additional learning tools while writing assignments as follows: 1) Using printed dictionaries (e.g.

Oxford, Longman), 2) Using online dictionaries (e.g. Longdo Dictionary, Oxford Dictionary, online thesaurus dictionary), 3) Using vocabulary and grammar books, 4) Using translation programs (e.g. Google Translate, Scan & Translate Application), 5) Using a search engine (e.g. Google), and 6) Learning from social networking sites (e.g. Youtube, Facebook Fanpage)

3.4 Seeking assistance from others

When the writing goals were designed following the outlines, seeking assistance from others could support students to complete their writing assignments. The researcher needed to investigate students' assistance while writing assignments. Thus, this study concentrated on 1) Asking classmates, 2) Asking foreign friends, 3) Asking family members, 4) Asking seniors, and 5) Asking teachers

3.5 Motivation

This study examined the motivation of students to write as 1) Preference to write, 2) Enjoyment when writing assignments, 3) Having confidence in their writing abilities (e.g. vocabulary, writing mechanics, grammar correctness), 4) Having own interesting topic for writing, 5) Wanting to get a high score on writing assignments, and 6) Wanting to improve writing skills.

**Related studies**

Demir and İlhan (2022) explored self-directed online learning skills of undergraduate students and the ways of support provided by the faculty members. This study was a mixed-method. 399 undergraduate students who studied at a state university in Turkey during the 2019-2020 academic year participated in this study and 12 students were chosen for the part of the interview. The instruments were Self-Directed Online Learning Questionnaire and a semi-structured interview form. The quantitative data were analyzed by using Independent Sample T-test from parametric tests, One-Way Analysis of Variance for multiple comparisons, and LSD test. The qualitative data were analyzed using content analysis. The findings showed that the students had the highest mean scores at time management, and the lowest means at help-seeking. It found that there were no statistically significant differences between grade levels of undergraduate

students in help seeking, and time management. Based on the faculty members' views, it can be said that they were aware of the importance of metacognitive skills, help-seeking and their students' needs, so they made several implications to increase their students' those skills.

Abdulghani, et al. (2019) studied the validity of the self-directed learning readiness instrument with the academic achievement among the Saudi medical students. The objective of this study was to measure the SDL readiness of the first clinical year medical students. The data was collected from a validated Fisher's scale which included three subscales: Self-control (SC), self-management (SM), and desire for learning (DL), and the student's academic achievement by their grade point average (GPA). The result showed that students with GPA of highest scores (A+ and A) possessed high self-directed learning readiness, and they possessed the highest mean scores in desire for learning.

Ramadhani, et al. (2020) examined the influence of self-directed e-learning on improving students' academic writing ability independently and learning in a face-to-face classroom. This study was a quasi-experimental study using a pretest-posttest design to assess the abilities to write and learn through self-directed learning in the experimental group. The participants in this study were the students of the English education study program at the University of Graha Nusantara Padangsidimpuan. This study analyzed students' self-directed learning in three aspects: desire to learn, self-management, and self-control. It used Moodle as a self-directed e-learning model to prepare learning materials and students' accounts for students' learning activities. The students could do it anywhere and anytime. Data were collected from a discussion forum and formative test. The results showed that self-directed learning could enhance students' academic writing skills and students' learning independently.

Sriwichai and Inpin (2019) investigated the effectiveness of the writing instructional model based on blended and self-directed learning on promoting writing ability and self-directed learning of EFL university students with different levels of English proficiency (high, average, and low). The instruments used in this study were writing pre-test and post-test, questionnaires for self-directed learning pre-assessment and post-assessment, and learning logs investigating self-directed learning in the aspects of self-

management, self-monitoring, and motivation. The results of this study showed that there were no significant differences in all aspects among three groups of students at .05 level both from pre-assessment and post-assessment. The students with different levels of English proficiency showed similar level of self-directed learning, especially in high, and average groups.

Razali, Xuan, and Samad (2018) studied self-directed learning readiness (SDLR) among foundation students from high and low proficiency levels to learn English language. This study aimed to investigate students' self-directed learning readiness (SDLR) in a foundation program in a public university in Malaysia. The instrument used in this study was a set of questionnaires with a 6-point Likerrt scale. The data were collected from 400 students attending an English proficiency course in the first semester of the Foundation Studies for Agricultural Science program. The data were analyzed using descriptive statistics, independent samples t-test, and paired samples t-test. The results revealed that students with lower and upper proficiency levels had similar level of motivation.

Fatimah Alghamdi (2016) examined learners' efforts at self-directed learning: by comparing successful and less-successful English language learners. 37 young adult students at the English Language Institute (ELI) were the participants in this study. The data was collected from a questionnaire designed by the author for the purpose of this study. The main battery of self-directedness items was divided according to three constructs, self-management, self-monitoring, and motivation. The results showed statistically significant differences between successful and less-successful learners in self-management, but the differences in self-monitoring and motivation were non-significant.

Abraham, et al. (2011) explored first-year undergraduate medical students' self-directed learning readiness to physiology among three groups of academic performance in physiology examination: high, medium, and low. The participants in this study were 130 first-year MBBS students. The instrument used to collect the data was a self-directed learning readiness scale (SDLRS). This study explored self-directed learning in three scales: self-management, desire for learning, and self-control. The results found that high achievers had high median scores for self-control compared with medium and low achievers. It also found that high achievers had higher scores for all three scales.

It could be seen from previous studies, most studies examined self-directed learning with learning achievement and enhanced the students' writing competence using the process of self-directed learning. Nevertheless, less is known about the study of self-directed learning both processes and characteristics in specific English skills. Therefore, this study focused on the processes and characteristics of self-directed learning in English Writing course.

# CHAPTER III

# RESEARCH METHODOLOGY

This study presented the research methodology for collecting and analyzing the data. The methods were as follows:

1. Research Design
2. Participants
3. Research Instruments
4. Validity and Reliability of the instruments
5. Data Collection
6. Data Analysis
7. Ethical Approval

## Research Design

This study was survey research using a mixed method; quantitative and qualitative in order to respond to the objectives of the study via a self-directed learning performance questionnaire and a semi-structured interview. There were two stages in this study. In the first stage, quantitative data were collected from the participants in five aspects: self-management, self-monitoring, using additional learning tools, seeking assistance from others, and motivation using the questionnaire to investigate and compare self-directed learning performance of undergraduate students in English writing course with different levels of writing proficiency (high, medium, and low). Then, in the second stage of the study, the semi-structured interview was used to collect qualitative data from nine volunteer students (3 students from each group).

## Participants

The participants in this study were 53 third-year English major students from the School of Liberal Arts, University of Phayao studying in an Academic Writing course in the 2nd semester of the academic year 2021. During the semester, the teaching and learning

activities were delivered through online learning method because of the spread of COVID-19 pandemic. They were selected through a purposive sampling. This study aimed to investigate and compare self-directed learning performance of undergraduate students with different levels of writing proficiency in English writing course (high, medium, and low). After the questionnaire was collected, the participants were categorized into 3 groups in accordance with their writing proficiency level using grade points from Paragraph Writing course they earned in the previous semester (2/2020). Then, a semi-structured interview was conducted and recorded with nine voluntary students (3 students from each group). The categorized criteria of writing proficiency are adopted from the study of Sriwichai (2014).

The categorized criteria of writing proficiency are adopted from the study of Sriwichai (2014).

| Levels of Writing Proficiency | Grade | Numeric Value of grade | Percentage |
|---|---|---|---|
| High | A | 4.00 | 80-100 |
| | B+ | 3.50 | 75-79 |
| | B | 3.00 | 70-74 |
| Medium | C+ | 2.50 | 65-69 |
| | C | 2.00 | 60-64 |
| | D+ | 1.50 | 55-59 |
| Low | D | 1.00 | 50-54 |
| | F | 0.00 | 0-49 |

**Research Instruments**

The research instruments were employed by using a self-directed learning performance questionnaire and a semi-structured interview.

1. Self-directed learning performance questionnaire

The self-directed learning performance questionnaire consisted of two parts. Some items in the self-directed learning performance questionnaire were adapted from the study of Khiat (2015), Williams and Brown (2013), Williamson (2007), and Fisher et al.

(2001) for the objectives of this study. Some items were developed by the researcher based on the review literature of the self-directed learning readiness scale consisting of thirty items. (Appendix A)

Part one: Background information of the participants

The question items in part one were presented in a short answer and a checklist question asking about participants' background information including student code, gender, and grade point.

Part two: Self-directed learning performance in English writing course in five aspects

The question items in part two were presented in a checklist question. A five-point Likert scale was used to investigate self-directed learning performance in five aspects.

The questionnaire with a five-point Likert scale (a score of 5 denotes every assignment and 1 represents once a week) was used in the aspects of self-management, self-monitoring, using additional learning tools, and seeking assistance from others.

In the aspect of motivation, the five-point Likert scale (a score of 5 denotes strongly agree and 1 represents strongly disagree) was used in the questionnaire.

2. Semi-structured interview

The semi-structured interview with five guiding questions was used to collect participants' self-directed learning performance to find out what idea supports the participants choose in the questionnaire. (Appendix B)

Question 1: When you are assigned writing assignment, how do you manage yourself before doing assignment? (e.g. having a writing outline, or setting up a specific date and time to do writing assignment)

Question 2: How do you monitor yourself when you write assignment? (e.g. implementing writing outline to complete writing assignment, or checking grammar correctness)

Question 3: What learning tools do you use while writing assignment? (e.g. dictionaries, books, or social network sites such as YouTube)

Question 4: Whom do you ask for assistance while writing your assignment? (e.g. classmates, or teachers)

Question 5: What motivates you to do writing assignment? (e.g. enjoyment when writing, or wanting to develop writing skills)

**Validity and Reliability of the instruments**

The research instruments were revised and confirmed validity and reliability as follows:

1. Self-directed learning performance questionnaire

The question items in the questionnaire were revised and confirmed validity by three experts in the field of teaching writing and self-directed learning using the Index of Item Objective Congruence (IOC). The IOC of the questionnaire was 0.88. (Appendix C)

Then, the questionnaire was revised and tried out on 20 fourth-year and fifth-year English major students who were not members of the participants to verify reliability using Cronbach's alpha coefficient with its alpha value of .904. (Appendix D)

2. Semi-structured interview

The questions in the interview were also confirmed the validity by three experts. The IOC of the interview was 1. (Appendix E)

**Data Collection**

The quantitative data and the qualitative data collected from the questionnaire and the interview as follows:

Data Quantitative Approach

The quantitative data were collected by using the questionnaire. The steps were as follows:

Step 1: The researcher applied for Ethical Considerations from University of Phayao Human Research Ethics Committee.

Step 2: After the ethical approval, the teacher of an Academic Writing course in the 2nd semester of the academic year 2021 was asked for permission to collect the data in the course for once.

Step 3: After the teacher's permission, the participants were informed about the research objectives and were asked for the consent of participation in the study using a consent form granted by University of Phayao Human Research Ethics Committee.

Step 4: The questionnaire was distributed to participants in the last week of the semester (2/2021). The participants were taken approximately 30 minutes to complete the questionnaire.

Data Qualitative Approach

The qualitative data were collected by using the interview. The steps were as follows:

Step 1: The participants were divided into 3 groups (high, medium, and low) according to their levels of writing proficiency using grade points from Paragraph Writing course they earned in the previous semester (2/2020).

Step 2: The participants were asked to voluntarily participate in the semi-structured interview in form of group interviews. There were three students in each group.

Step 3: A semi-structured interview was conducted and recorded with nine voluntary students (3 students from each group). The interview lasted for about 15 minutes for each group and it was carried on outside the course for once

**Data Analysis**

1. Quantitative Data

The data from the questionnaire were analyzed as follows:

1.1 Percentage was used to analyze the background information in the first part of the questionnaire.

1.2 Means and standard deviation were used to analyze in the second part of the questionnaire in five aspects: self-management, self-monitoring, using additional learning tools, seeking assistance from others, and motivation. The interpretations of mean scores of levels of self-directed learning performance in five aspects: 1) Self-management, 2) Self-monitoring, 3) Using additional learning tools 4) Seeking assistance, and 5) Motivation were adapted from the study of Ning (2015).

| Mean ($\overline{X}$) | Levels of self-directed learning performance |
|---|---|
| 4.21-5.00 | Very high |
| 3.41-4.20 | High |
| 2.61-3.40 | Moderate |
| 1.81-2.60 | Low |
| 1.00-1.80 | Very low |

1.3 F-test was used to compare self-directed learning performance of the participants in three levels of writing proficiency.

2. Qualitative Data

The data from the semi-structured interview were analyzed using thematic analysis and coding method. The five aspects in the questionnaire were used as a framework to identify five main themes: self-management, self-monitoring, using additional learning tools, seeking assistance, and motivation. Each data in the interview result was coded by using coding method. The main themes and descriptions for coding were shown in Table 1.

**Table 1 Main themes and descriptions**

| Main themes | Descriptions |
|---|---|
| Self-management | Self-management means the students' management before doing assignments. |
| Self-monitoring | Self-monitoring means the students' self-control when writing assignments. |
| Using additional learning tools | Using additional learning tools means the students' learning tools they used while writing assignments. |
| Seeking assistance from others | Seeking assistance from others means the person whom students asked for assistance while writing assignments. |
| Motivation | Motivation means the students' motivation to do assignments. |

Each interviewee was assigned the code for reporting the interview. The codes of the interviewees were shown in Table 2

**Table 2 The codes of the interviewees**

| Students' Writing proficiency | Student | Code |
|---|---|---|
| High | 1 | HP 1 |
| | 2 | HP 2 |
| | 3 | HP 3 |
| Medium | 1 | MP 1 |
| | 2 | MP 2 |
| | 3 | MP 3 |
| Low | 1 | LP 1 |
| | 2 | LP 2 |
| | 3 | LP 3 |

The guidelines for identifying self-directed learning performance were drawn from the questionnaire as the framework to analyze the data. The guidelines were presented in Table 3.

**Table 3 The guidelines for identifying self-directed learning performance from the semi-structured interview**

| Self-directed learning performance | Key-words | Guiding Questions from semi-structured interview |
|---|---|---|
| Self-management | - have writing plan<br>- have writing outline<br>- set up timeframe<br>- set up timeline | Q1) When you are assigned writing assignment, how do you manage yourself before doing assignment? |
| Self-monitoring | - implement writing outline<br>- write following your plan | Q2) How do you monitor yourself when you write assignment? |

Table 3 (Cont.)

| Self–directed learning performance | Key–words | Guiding Questions from semi–structured interview |
|---|---|---|
| Self–monitoring | – evaluate writing structure<br>– check vocabulary/writing mechanics/sentence structure/grammar correctness<br>– know your strengths and weaknesses<br>– review and revise draft | Q2) How do you monitor yourself when you write assignment? |
| Using additional learning tools | – use printed and online dictionaries<br>– use printed and online grammar books<br>– use translation programs<br>– use search engines<br>– learn vocabulary and grammar structures from social networking sites | Q3) What learning tools do you use while writing your assignment? |
| Seeking assistance from others | – ask classmates/foreign friends/family members/seniors/teachers/friends | Q4) Whom do you ask for assistance while writing your assignment? |
| Motivation | – prefer to write<br>– enjoy writing<br>– have confidence in writing abilities<br>– have your own interesting topic<br>– want to get high score<br>– willing to improve writing skills | Q5) What motivates you to do writing assignment? |

**Ethical Approval**

Before conducting the study, the researcher applied for Ethical Considerations from University of Phayao Human Research Ethics Committee. After the ethical approval, the participants were informed about the research objectives and were asked to fill the consent form.

A safe place was used to keep the questionnaire and the semi-structured interview for 3 years. The electronic data were recorded in a computer which is a password to log in was essential. A document shredder was used to eliminate the hard copy of the data, and the soft files of the data were deleted.

# CHAPTER IV

# RESULTS

This chapter presented the results of this study based on the data collection. The results of this study were presented by percentage, means, standard deviation, F–test, and thematic analysis to investigate and to compare self–directed learning performance of undergraduate students in English writing course with different levels of writing proficiency (high, medium, and low). The results consisted of three parts as follows:

1. Background information of the participants

2. The results of self–directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low)

3. The results of the comparison of self–directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low)

**Background information of the participants**

In this part, the background information of the participants included gender and grade points in Paragraph Writing course of undergraduate students with different levels of writing proficiency as shown in Table 4.

**Table 4 Number and Gender of the participants**

| Levels of Writing Proficiency | Gender | Number | Percentage |
|---|---|---|---|
| High | Male | 8 | 15.09 |
| (Grade A, B+, B) | Female | 28 | 52.83 |
| | **Total** | **36** | **67.92** |
| Medium | Male | 2 | 3.77 |
| (Grade C+, C) | Female | 9 | 16.98 |
| | **Total** | **11** | **20.75** |

**Table 4 (Cont.)**

| Levels of Writing Proficiency | Gender | Number | Percentage |
|---|---|---|---|
| Low | Male | 2 | 3.77 |
| (Grade D+, D, F) | Female | 4 | 7.55 |
| | **Total** | **6** | **11.32** |
| **Total** | | **53** | **100.00** |

According to Table 4, the total number of participants consisted of 53 third-year English major students with three levels of writing proficiency which were high, medium, and low. The high writing proficiency students earned grade points at A, B+, B were eight males (15.09%) and twenty-eight females (52.83%). The medium writing proficiency students earned grade points at C, C+ were two males (3.77%) and nine females (16.98%). The low writing proficiency students earned grade points at D+, D, F were two males (3.77%) and four females (7.55%).

**The results of self-directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low)**

In this part, the results of self-directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low) were divided into two parts:

Part one: The results from the questionnaire

Part two: The results from the semi-structured interview

1. Self-directed learning performance of high writing proficiency students

1.1 The results from the questionnaire

The mean scores from self-directed learning performance questionnaire of high writing proficiency students were shown in five aspects as shown in Table 5.

Table 5 Self–directed learning performance of high writing proficiency students

| Number | Items | Mean ($\bar{X}$) | S.D. | Levels of self–directed learning performance |
|---|---|---|---|---|
| **Self–management** | | | | |
| 1 | I have a writing plan. (e.g. how many pages you will write, how long you will write, how do you start writing) | 3.81 | 1.00 | High |
| 2 | I have a writing outline. (e.g. introduction, body, conclusion) | 4.06 | 1.01 | High |
| 3 | I set up strict time frames to write. (e.g. write introduction within 30 minutes) | 2.78 | 1.29 | Moderate |
| 4 | I set up a specific date and time to write an assignment. (e.g. I will write an assignment on the fifteenth of October at night) | 3.61 | 1.31 | High |
| | **Total** | **3.56** | **.86** | **High** |
| **Self–monitoring** | | | | |
| 5 | I implement writing outline to complete writing assignment. | 4.19 | .88 | High |
| 6 | I have a responsibility to write by following a plan, date, and time. | 4.06 | .98 | High |
| 7 | I evaluate writing structure in writing assignment. (e.g. introduction, body, conclusion, main idea, supporting details) | 4.14 | .93 | High |
| 8 | I check vocabulary. (e.g. word form, word choice) | 4.03 | .77 | High |
| 9 | I check writing mechanics. (e.g. capitalization, punctuation, spelling) | 4.19 | .78 | High |

Table 5 (cont.)

| Number | Items | Mean ($\bar{X}$) | S.D. | Levels of self-directed learning performance |
|---|---|---|---|---|
| 10 | I check sentence structure and word order. (e.g. subject, verb, object, position of adjectives) | 4.22 | .76 | Very high |
| 11 | I check grammar correctness. (e.g. Tense, subject-verb agreement, parts of speech, articles) | 4.22 | .86 | Very High |
| 12 | I consider the strengths and weaknesses in my English writing. | 4.00 | .89 | High |
| 13 | I review and revise the progress of the first draft to the final draft. | 3.97 | .84 | High |
| | **Total** | **4.11** | **.55** | **High** |
| **Using additional learning tools** | | | | |
| 14 | I use printed dictionaries. (e.g. Oxford, Longman) | 3.56 | 1.42 | High |
| 15 | I use online dictionaries. (e.g. Longdo Dictionary, Oxford Dictionary, online thesaurus dictionary) | 4.47 | .77 | Very high |
| 16 | I use printed or online vocabulary and grammar books. | 3.50 | 1.23 | High |
| 17 | I use translation programs. (e.g. Google Translate, Scan & Translate Application) | 4.17 | 1.05 | High |
| 18 | I use a search engine for searching information while writing assignment. (e.g. Google) | 4.33 | .75 | Very high |
| 19 | I learn vocabulary and grammar structures from social networking sites. (e.g. YouTube, Facebook Fan page) | 4.11 | .91 | High |
| | **Total** | **4.02** | **.61** | **High** |
| **Seeking assistance from others** | | | | |
| 20 | I ask classmates. | 3.47 | 1.23 | High |

Table 5 (cont.)

| Number | Items | Mean ($\bar{X}$) | S.D. | Levels of self-directed learning performance |
|---|---|---|---|---|
| 21 | I ask foreign friends through social media such as Facebook, Instagram, Twitter. | 2.31 | 1.47 | Low |
| 22 | I ask family members. | 1.72 | 1.08 | Very low |
| 23 | I ask seniors. | 1.92 | 1.22 | Low |
| 24 | I ask teachers. | 2.92 | 1.20 | Moderate |
| | **Total** | **2.47** | **.92** | **Low** |
| **Motivation** | | | | |
| 25 | I prefer to write. | 3.44 | .96 | High |
| 26 | I enjoy when writing assignment. | 3.39 | .93 | Moderate |
| 27 | I have confidence in my writing abilities. (e.g. vocabulary, writing mechanics, grammar correctness) | 3.06 | .75 | Moderate |
| 28 | I have my own interesting topic for writing assignment. | 3.78 | .92 | High |
| 29 | I want to get a high score on writing assignment. | 4.44 | .80 | Very high |
| 30 | I am willing to improve my writing skills. | 4.33 | .67 | Very high |
| | **Total** | **3.74** | **.66** | **High** |
| | **Total** | **3.67** | **.49** | **High** |

Note. n = 36

Table 5 showed the total mean scores of self-directed learning performance in five aspects were at high level ($\bar{X}$ = 3.67, S.D. = .49) which meant that high writing proficiency students had high level of self-directed learning performance in English writing course. It was found that the total mean scores of self-directed learning performance in four aspects were at high level whereas one of them was at low level. The high level were self-monitoring ($\bar{X}$= 4.11, S.D. = .55), using additional learning tools ($\bar{X}$ = 4.02, S.D.

= .61), motivation ($\overline{X}$ = 3.74, S.D. = .66), and self–management ($\overline{X}$ = 3.56, S.D. = .86). The low level of self–directed learning performance was seeking assistance from others ($\overline{X}$ = 2.47, S.D. = .92).

1.2 The results from the semi–structured interview

The results from the semi–structured interview of the high writing proficiency students were described below:

In the aspect of self–management, high writing proficiency students had a writing outline and set up timeframe and timeline. They stated:

"Firstly, I write a writing outline and develop it using my ideas. Next, I will find the information and write them using my words. Finally, I will set up the timeline to complete my writing."

(HP 1)

"I write an outline first, and I set up the timeline to write."

(HP 2)

"The first thing I do is writing an outline. Then, I will plan how to write, where I can find the information, and when I write."

(HP 3)

In terms of self–monitoring, the students in high group implemented their writing outlines, check their grammar correctness, and knew their strengths and weaknesses. They explained:

"I write essays based on my outline, so I am confident to finish my writing on time. I can consider the strengths and weaknesses of my writing. When completing a writing assignment, I always check grammar correctness by myself."

(HP 1)

"I always check grammar correctness when completing my assignments."

(HP 2)

"I follow a plan. When I complete my writing, I will check the correctness of my writing using Google Translate and Grammarly."

(HP 3)

For using additional learning tools, the high group of students used online dictionaries, translation programs, search engines, and they learned vocabulary and grammar structures from social networking sites. They revealed:

"I use reliable websites to find the in-depth information, translation programs, and online dictionaries like Cambridge and Merriam."

(HP 1)

"I use Google translate, websites, online dictionaries, and learn the words from watching YouTube."

(HP 2)

"I learn an interesting speech from Facebook fan page and YouTube. I use online dictionaries for finding unknown words and check the beautiful translation using Google Translate. I will find further information from Google and the research paper in PDF format."

(HP 3)

In seeking assistance from others, high writing proficiency students asked for help from their teachers and their friends. They claimed:

"When I complete writing, I will ask my classmates and my friends who are studying in other universities to review my writing assignment."

(HP 1)

"I ask for help from classmates."

(HP 2)

"When I have some problems while I am writing and after I complete my writing, I ask classmates for help and review my writing assignment."

(HP 3)

In the dimension of motivation, the preference to write, enjoyment when writing, opportunity to write on their own interesting topic, getting high score, and the deadline of writing assignment submission motivated the students in high group to do writing assignments. They exposed:

"I like to write, and enjoy when writing. I have an opportunity to write assignments on my own interesting topic. The score can affect me. The important reason is the deadline to turn the writing assignment in."

(HP 1)

"The deadline of writing assignment submission and score motivate me to do writing assignments."

(HP 2)

"I think that having an opportunity to write assignments on my own interesting topic and getting a score motivate me too."

(HP 3)

In conclusion, the high writing proficiency students mentioned their outline implementation and grammar correctness when completing the writing assignments. The students revealed the various additional learning tools they used while writing such as translation programs and online dictionaries. They also expressed their preference to write, enjoyment when writing, and the need for getting high scores

2. Self-directed learning performance of medium writing proficiency students

2.1 The results from the questionnaire

The mean scores from self-directed learning performance questionnaire of medium writing proficiency students were shown in five aspects as shown in Table 6.

**Table 6 Self-directed learning performance of medium writing proficiency students**

| Number | Items | Mean ($\bar{X}$) | S.D. | Levels of self-directed learning performance |
|---|---|---|---|---|
| **Self-management** | | | | |
| 1 | I have a writing plan. (e.g. how many pages you will write, how long you will write, how do you start writing) | 3.55 | 1.21 | High |

Table 6 (cont.)

| Number | Items | Mean ($\bar{X}$) | S.D. | Levels of self-directed learning performance |
|---|---|---|---|---|
| 2 | I have a writing outline. (e.g. introduction, body, conclusion) | 3.73 | 1.34 | High |
| 3 | I set up strict time frames to write. (e.g. write introduction within 30 minutes) | 2.91 | 1.22 | Moderate |
| 4 | I set up a specific date and time to write an assignment. (e.g. I will write an assignment on the fifteenth of October at night) | 3.91 | 1.04 | High |
| | **Total** | **3.52** | **.93** | **High** |
| **Self-monitoring** | | | | |
| 5 | I implement writing outline to complete writing assignment. | 4.09 | .83 | High |
| 6 | I have a responsibility to write by following a plan, date, and time. | 3.64 | .80 | High |
| 7 | I evaluate writing structure in writing assignment. (e.g. introduction, body, conclusion, main idea, supporting details) | 4.00 | 1.18 | High |
| 8 | I check vocabulary. (e.g. word form, word choice) | 3.64 | 1.43 | High |
| 9 | I check writing mechanics. (e.g. capitalization, punctuation, spelling) | 3.91 | .94 | High |
| 10 | I check sentence structure and word order. (e.g. subject, verb, object, position of adjectives) | 3.64 | 1.36 | High |
| 11 | I check grammar correctness. (e.g. Tense, subject-verb agreement, parts of speech, articles) | 3.64 | 1.28 | High |

Table 6 (cont.)

| Number | Items | Mean ($\bar{X}$) | S.D. | Levels of self-directed learning performance |
|---|---|---|---|---|
| 12 | I consider the strengths and weaknesses in my English writing. | 3.36 | 1.20 | Moderate |
| 13 | I review and revise the progress of the first draft to the final draft. | 3.55 | 1.03 | High |
| | **Total** | **3.71** | **.95** | **High** |
| **Using additional learning tools** | | | | |
| 14 | I use printed dictionaries. (e.g. Oxford, Longman) | 3.73 | 1.19 | High |
| 15 | I use online dictionaries. (e.g. Longdo Dictionary, Oxford Dictionary, online thesaurus dictionary) | 4.27 | .64 | Very high |
| 16 | I use printed or online vocabulary and grammar books. | 3.91 | 1.13 | High |
| 17 | I use translation programs. (e.g. Google Translate, Scan & Translate Application) | 4.09 | .83 | High |
| 18 | I use a search engine for searching information while writing assignment. (e.g. Google) | 4.55 | .82 | Very high |
| 19 | I learn vocabulary and grammar structures from social networking sites. (e.g. YouTube, Facebook Fan page) | 3.82 | .98 | High |
| | **Total** | **4.06** | **.49** | **High** |
| **Seeking assistance from others** | | | | |
| 20 | I ask classmates. | 4.27 | 1.10 | Very high |
| 21 | I ask foreign friends through social media such as Facebook, Instagram, Twitter. | 2.45 | 1.44 | Low |
| 22 | I ask family members. | 2.09 | 1.51 | Low |

**Table 6 (cont.)**

| Number | Items | Mean ($\bar{X}$) | S.D. | Levels of self-directed learning performance |
|---|---|---|---|---|
| 23 | I ask seniors. | 2.18 | 1.16 | Low |
| 24 | I ask teachers. | 2.91 | 1.22 | Moderate |
| | **Total** | **2.78** | **.87** | **Moderate** |
| **Motivation** | | | | |
| 25 | I prefer to write. | 3.00 | .89 | Moderate |
| 26 | I enjoy when writing assignment. | 2.64 | .80 | Moderate |
| 27 | I have confidence in my writing abilities. (e.g. vocabulary, writing mechanics, grammar correctness) | 2.27 | 1.00 | Low |
| 28 | I have my own interesting topic for writing assignment. | 3.09 | 1.22 | Moderate |
| 29 | I want to get a high score on writing assignment. | 4.36 | 1.02 | Very high |
| 30 | I am willing to improve my writing skills. | 3.91 | .83 | High |
| | **Total** | **3.21** | **.62** | **Moderate** |
| | **Total** | **3.50** | **.69** | **High** |

**Note.** n = 11

Table 6 presented the total mean scores of self-directed learning performance in five aspects were at high level ($\bar{X}$ = 3.50, S.D. = .69). It meant that medium writing proficiency students had high level of self-directed learning performance in English writing course. It was also found that the total mean scores in three aspects of self-directed learning performance were at high level while two of them were at moderate level. The levels of using additional learning tools were at high level ($\bar{X}$ = 4.06, S.D. = .49) followed by self-monitoring ($\bar{X}$ = 3.71, S.D. = .95), and self-management ($\bar{X}$ = 3.52, S.D. = .93) respectively. The moderate level included motivation ($\bar{X}$ = 3.21, S.D. = .62), and seeking assistance from others ($\bar{X}$ = 2.78, S.D. = .87).

2.2 The results from the semi-structured interview

The results from the semi-structured interview of medium writing proficiency students were described below:

For self-management, the students in the medium group had a writing outline and set up timeframe. They expressed:

"I have a writing outline, and I set the timeframe to complete writing."

(MP 1)

"I have an outline and set the timeframe to complete writing too."

(MP 2)

"I will choose an interesting topic and find additional information to write. I also have a writing outline and set the timeframe to write within the due date."

(MP 3)

In the dimension of self-monitoring, medium writing proficiency students wrote following their plans, evaluate writing structure, checked grammar correctness and parts of speech, knew the strengths and weaknesses, and reviewed and revised the drafts. They stated:

"I will complete my assignment following my plan. I will check grammar correctness and review the draft while writing."

(MP 1)

"My writing will be written based on the plan. When I complete my writing, I will check the correctness of grammar and parts of speech."

(MP 2)

"I write based on an outline. I know my weaknesses so I will check grammar and plagiarism, evaluate writing structure, review and revise the draft, and check Parts of speech when completing writing assignments."

(MP 3)

In using additional learning tools, the medium group of students used online dictionaries, translation programs, search engines while writing. They said:

"I use online dictionaries for searching the unknown words. I use a translation program to assist me when I want to check the meaning of sentences. Search engines like Google will be used to find the sentences, and idioms to write."

(MP 1)

"Online dictionaries, Google, and English applications will be used when I write assignments."

(MP 2)

"I always find the information from Google. When I do not know the words, I will find them in online dictionaries. When I complete my writing, checking grammar correctness by using search engines are the things I do."

(MP 3)

In terms of seeking assistance from others, the students in the medium group asked classmates, teachers, and friends for help while and after finishing their writing assignments. They told:

"I ask my classmates to check my writing."

(MP 1)

"When I get in trouble, I will ask my classmates and teachers to help me."

(MP 2)

"I will ask my classmates, and my friends from other universities who are studying English major."

(MP 3)

For motivation, the opportunity to write on their own interesting topic, getting high score, improvement of writing skills, and the deadline of writing assignment submission were the motivation of the medium writing proficiency students. They revealed:

"I write because of the deadline of writing assignment submission."

(MP 1)

"I have the opportunity to write on my own interesting topic and I want to improve my writing skills."

(MP 2)

"I want to get a score and improve my writing skills."

(MP 3)

In summary, the medium group of students explained the additional learning tools they used most while doing assignments such as online dictionaries and search engines. They mentioned self-monitoring by implementing writing outlines, knowing their weaknesses, evaluating writing structure, and reviewing and revising the draft. The medium also claimed that they asked for assistance from teachers and classmates.

3. Self-directed learning performance of low writing proficiency students

3.1 The results from the questionnaire

The mean scores from self-directed learning performance questionnaire of low writing proficiency students were shown in five aspects as shown in Table 7.

**Table 7 Self-directed learning performance of low writing proficiency students**

| Number | Items | Mean ($\bar{X}$) | S.D. | Levels of self-directed learning performance |
|---|---|---|---|---|
| **Self-management** | | | | |
| 1 | I have a writing plan. (e.g. how many pages you will write, how long you will write, how do you start writing) | 3.00 | .89 | Moderate |
| 2 | I have a writing outline. (e.g. introduction, body, conclusion) | 3.33 | 1.03 | Moderate |
| 3 | I set up strict time frames to write. (e.g. write introduction within 30 minutes) | 2.83 | .75 | Moderate |
| 4 | I set up a specific date and time to write an assignment. (e.g. I will write an assignment on the fifteenth of October at night) | 3.50 | .83 | High |
| | **Total** | **3.17** | **.46** | **Moderate** |
| **Self-monitoring** | | | | |
| 5 | I implement writing outline to complete writing assignment. | 3.33 | .51 | Moderate |

Table 7 (cont.)

| Number | Items | Mean ($\bar{X}$) | S.D. | Levels of self-directed learning performance |
|---|---|---|---|---|
| 6 | I have a responsibility to write by following a plan, date, and time. | 3.00 | .63 | Moderate |
| 7 | I evaluate writing structure in writing assignment. (e.g. introduction, body, conclusion, main idea, supporting details) | 3.00 | 1.09 | Moderate |
| 8 | I check vocabulary. (e.g. word form, word choice) | 3.00 | .89 | Moderate |
| 9 | I check writing mechanics. (e.g. capitalization, punctuation, spelling) | 3.17 | 1.16 | Moderate |
| 10 | I check sentence structure and word order. (e.g. subject, verb, object, position of adjectives) | 3.17 | .75 | Moderate |
| 11 | I check grammar correctness. (e.g. Tense, subject–verb agreement, parts of speech, articles) | 3.00 | .63 | Moderate |
| 12 | I consider the strengths and weaknesses in my English writing. | 3.50 | .54 | High |
| 13 | I review and revise the progress of the first draft to the final draft. | 2.83 | .75 | Moderate |
| | **Total** | **3.11** | **.52** | **Moderate** |
| **Using additional learning tools** | | | | |
| 14 | I use printed dictionaries. (e.g. Oxford, Longman) | 3.50 | 1.04 | High |
| 15 | I use online dictionaries. (e.g. Longdo Dictionary, Oxford Dictionary, online thesaurus dictionary) | 4.67 | .81 | Very high |
| 16 | I use printed or online vocabulary and grammar books. | 4.00 | .89 | High |

Table 7 (cont.)

| Number | Items | Mean ($\bar{X}$) | S.D. | Levels of self-directed learning performance |
|---|---|---|---|---|
| 17 | I use translation programs. (e.g. Google Translate, Scan & Translate Application) | 4.17 | .98 | High |
| 18 | I use a search engine for searching information while writing assignment. (e.g. Google) | 4.33 | .81 | Very high |
| 19 | I learn vocabulary and grammar structures from social networking sites. (e.g. YouTube, Facebook Fan page) | 4.17 | .75 | High |
| | **Total** | **4.14** | **.65** | **High** |
| **Seeking assistance from others** | | | | |
| 20 | I ask classmates. | 3.67 | .81 | High |
| 21 | I ask foreign friends through social media such as Facebook, Instagram, Twitter. | 2.67 | 1.63 | Moderate |
| 22 | I ask family members. | 1.67 | .81 | Very low |
| 23 | I ask seniors. | 2.00 | 1.26 | Low |
| 24 | I ask teachers. | 2.50 | 1.37 | Low |
| | **Total** | **2.50** | **.80** | **Low** |
| **Motivation** | | | | |
| 25 | I prefer to write. | 2.50 | 1.51 | Low |
| 26 | I enjoy when writing assignment. | 2.17 | 1.32 | Low |
| 27 | I have confidence in my writing abilities. (e.g. vocabulary, writing mechanics, grammar correctness) | 2.33 | 1.21 | Low |
| 28 | I have my own interesting topic for writing assignment. | 3.17 | .98 | Moderate |
| 29 | I want to get a high score on writing assignment. | 3.83 | .98 | High |

**Table 7 (cont.)**

| Number | Items | Mean ($\bar{X}$) | S.D. | Levels of self-directed learning performance |
|---|---|---|---|---|
| 30 | I am willing to improve my writing skills. | 3.83 | .98 | High |
| | **Total** | **2.97** | **.96** | **Moderate** |
| | **Total** | **3.19** | **.50** | **Moderate** |

**Note.** n = 6

From Table 7, the total mean scores of self-directed learning performance in five aspects were at moderate level ($\bar{X}$ = 3.19, S.D. = .50) which meant that low writing proficiency students had moderate level of self-directed learning performance in English writing course. It was also found that the total mean scores of self-directed learning performance in three aspects were at moderate level whereas two of them were at high and low level. The aspect which found to be high level was using additional learning tools ($\bar{X}$ = 4.14, S.D. = .65). The aspects which found to be moderate level were self-management ($\bar{X}$ = 3.17, S.D. = .46), self-monitoring ($\bar{X}$ = 3.11, S.D. = .52), and motivation ($\bar{X}$ = 2.97, S.D. = .96). The aspect which found to be low level was seeking assistance from others ($\bar{X}$ = 2.50, S.D. = .80).

3.2 The results from the semi-structured interview

The results from the semi-structured interview of low writing proficiency students were described below:

In terms of self-management, the low writing proficiency students had a writing outline and set up timeframe. They exposed:

"Before I write assignments, I will create a writing outline in Thai language using my own words."

(LP 1)

"I will write an outline first.

(LP 2)

"Firstly, the writing outline will be written step by step and set up the timeframe to complete the assignments within the specified time."

(LP 3)

For self–monitoring, the students in low group monitored themselves including changing writing outline, checking grammar correctness, and knowing the weaknesses. They explained:

"When I do my writing assignments, I hardly implemented my outline. I know my weakness when writing."

(LP 1)

"I write differently from my writing outline. Sometimes I will check grammar correctness when I have enough time.

(LP 2)

"When I write assignments, I will change some information in the outline. I check grammar correctness. I quite know my weakness when writing."

(LP 3)

In the aspect of using additional learning tools, the low group of students used several additional learning tools such as online dictionaries, printed grammar books, and search engines, The low group of students also learned vocabulary, grammar structures, and speech from social networking sites. They stated:

"I use various learning tools while writing such as online dictionaries, printed grammar books, search engines for instance checking grammar websites, and Google, and learn vocabulary, grammar structures, and speech from YouTube, Facebook Fan Page, and Instagram."

(LP 1)

"The learning tools I use are search engines about checking grammar websites such as Grammarly, and Google."

(LP 2)

"I use Google to search for information to write and use search engines like checking grammar websites to check my writing."

(LP 3)

In the dimension of seeking assistance from others, the students in low group asked their classmates and friends for assistance. Nevertheless, sometimes they asked none for help. They expressed:

"I ask for help from my classmate, my friends from other universities, or my friends who are familiar with using the English language."

(LP 1)

"When I do not understand how to write, I will ask my classmates."

(LP 2)

"I never ask anyone."

(LP 3)

For motivation, the opportunity to write on their own interesting topic, getting high score, and the deadline of writing assignment submission were the low writing proficiency students' motivation to do their writing assignments. They told:

"The opportunity to write on my own interesting topic, the deadline of writing assignment submission, and getting a score will motivate me to do writing assignments."

(LP 1)

"I think getting score and the deadline of writing assignment submission affect me to do writing assignments."

(LP 2)

"The things that motivate me are getting a score and the deadline of writing assignment submission."

(LP 3)

To conclude, the students in the low group always changed their writing outlines when writing. They used many additional learning tools while writing such as online dictionaries, printed grammar books, and checking grammar websites. They stated that they never asked for help from others. They also revealed the main motivation for doing writing assignments.

**The results of the comparison of self-directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low)**

In this part, the results of the comparison of self-directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low) were divided into two parts:

Part one: The comparison of self-directed learning performance mean scores

Part two: The summary of the results from the interview

1. The comparison of Self-directed Learning Performance Mean Scores of Students with Different Levels of Writing Proficiency

The results of the comparison from the questionnaire of self-directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low) were shown in Table 8.

**Table 8 Self-directed learning performance mean scores of the students with three levels of writing proficiency**

| Self-directed learning performance | Levels of Writing Proficiency | n | ($\bar{X}$) | S.D. | f | p |
|---|---|---|---|---|---|---|
| Self-management | High | 36 | 3.56 | .86 | .562 | .573 |
| | Medium | 11 | 3.52 | .93 | | |
| | Low | 6 | 3.17 | .46 | | |
| | **Total** | **53** | **3.51** | **.84** | | |
| Self-monitoring | High | 36 | 4.11 | .55 | 6.707 | .003 |
| | Medium | 11 | 3.71 | .95 | | |
| | Low | 6 | 3.11 | .52 | | |
| | **Total** | **53** | **3.92** | **.72** | | |
| Using additional learning tools | High | 36 | 4.02 | .61 | .101 | .904 |
| | Medium | 11 | 4.06 | .49 | | |
| | Low | 6 | 4.14 | .65 | | |
| | **Total** | **53** | **4.04** | **.58** | | |

Table 8 (Cont.)

| Self-directed learning performance | Levels of Writing Proficiency | n | ($\bar{X}$) | S.D. | f | p |
|---|---|---|---|---|---|---|
| Seeking assistance from others | High | 36 | 2.47 | .92 | .516 | .600 |
| | Medium | 11 | 2.78 | .87 | | |
| | Low | 6 | 2.50 | .80 | | |
| | **Total** | **53** | **2.54** | **.89** | | |
| Motivation | High | 36 | 3.74 | .66 | 4.780 | .013 |
| | Medium | 11 | 3.21 | .62 | | |
| | Low | 6 | 2.97 | .96 | | |
| | **Total** | **53** | **3.54** | **.73** | | |

**Note. p < .05**

From Table 8, it indicated the mean scores of self-directed learning performance in self-management, self-monitoring, using additional learning tools, seeking assistance from others, and motivation of undergraduate students with three levels of writing proficiency (high, medium, and low). When considering each aspect, it was found as follows:

For self-management, the high writing proficiency students had the highest mean scores ($\bar{X}$ = 3.56), followed by the medium writing proficiency students ($\bar{X}$ = 3.52), and the low writing proficiency students ($\bar{X}$ = 3.17). There was no significant difference among the mean scores of the self-management of students in three groups (p = .573).

The mean scores of self-monitoring appeared that there was significant difference among three levels of students. The students in high level had the highest mean scores ($\bar{X}$ = 4.11), followed by the students in medium level and the students in low level ($\bar{X}$ = 3.71, $\bar{X}$ = 3.11) respectively (p =.003).

The mean scores among three groups of students in using additional learning tools were no significant difference. The low group of students had the highest mean

scores ($\overline{X}$ = 4.14), followed by the medium group of students ($\overline{X}$ = 4.06), and the high group of students ($\overline{X}$ = 4.02) (p = .904).

In seeking assistance from others, it was found that there was no significant difference among three groups of students. The mean scores of the medium group were the highest ($\overline{X}$= 2.78), followed by the low group ($\overline{X}$ = 2.50), and the high group ($\overline{X}$ = 2.47) (p = .600).

According to the mean scores of motivation, the students in high group had the highest ($\overline{X}$ = 3.74), followed by the students in medium group ($\overline{X}$ = 3.21), and the students in low group ($\overline{X}$ = 2.97). It was indicated that there was significance difference among three groups of students (p = .013).

To summarize, the table showed that there were statistically significant differences at .05 level in two aspects: self-monitoring, and motivation. This presented that self-directed learning performance of undergraduate students with high, medium, and low writing proficiency in English writing course in the aspects of self-monitoring and motivation was different. Furthermore, there were no statistically significant differences at .05 level which were self-management, using additional learning tools, and seeking assistance from others. This revealed that self-directed learning performance among three levels of undergraduate students' writing proficiency (high, medium, and low) in English writing course in the aspects of self-management, using additional learning tools, and seeking assistance from others was similar.

2. The summary of the results from the interview

The summary of the results from interview of undergraduate students with different levels of writing proficiency (high, medium, and low) were concluded in Table 9.

Table 9 Summary of findings from the interview

| Self-directed Learning Performance | Students with Different Writing Proficiency | | |
|---|---|---|---|
| | High Writing Proficiency | Medium Writing Proficiency | Low Writing Proficiency |
| **Self-management** (When you are assigned writing assignment, how do you manage yourself before doing assignment?) | - Having writing outlines<br>- Setting up timeframe<br>- Setting up timeline | - Having writing outlines<br>- Setting up timeframe | - Having writing outlines<br>- Setting up timeframe |
| **Self-monitoring** (How do you monitor yourself when you write assignment?) | - Implementing writing outlines<br>- Knowing strengths and weaknesses<br>- Checking grammar correctness | - Implementing writing outlines<br>- Knowing strengths and weaknesses<br>- Evaluating writing structure<br>- Checking grammar correctness, and parts of speech<br>- Reviewing and revising the draft | - Changing writing outlines<br>- Knowing weaknesses<br>- Checking grammar correctness |
| **Using additional learning tools** (What learning tools do you use while writing your assignment?) | - Using online dictionaries<br>- Using translation programs<br>- Using search engines<br>- Learning vocabularies and speeches from social networking sites | - Using online dictionaries<br>- Using translation programs<br>- Using search engines | - Using online dictionaries<br>- Using printed grammar books<br>- Using search engines<br>- Learning vocabularies, grammar structures, and speeches from social networking sites |

Table 9 (cont.)

| Self-directed Learning Performance | Students with Different Writing Proficiency | | |
|---|---|---|---|
| | High Writing Proficiency | Medium Writing Proficiency | Low Writing Proficiency |
| **Seeking assistance from others** (Who do you ask for assistance while writing your assignment?) | – Asking classmates<br>– Asking teachers<br>– Asking friends | – Asking classmates<br>– Asking teachers<br>– Asking friends | – Asking classmates<br>– Asking friends<br>– Asking none |
| **Motivation** (What motivates you to do writing assignment?) | – Preference to write<br>– Enjoyment when writing<br>– Opportunity to write on their own interesting topic<br>– Getting score<br>– The deadline of writing assignment submission | – Opportunity to write on their own interesting topic<br>– Getting score<br>– Improvement of writing skills<br>– The deadline of writing assignment submission | – Opportunity to write on their own interesting topic<br>– Getting score<br>– The deadline of writing assignment submission |

Table 9 presented the summary of the results from the interview of three groups of students (high, medium, and low), it was found as follows:

Self-management

When three groups of students were assigned to write assignments, they revealed that they had writing outlines, set up timeframe, and set up timeline before doing assignments.

Self-monitoring

All groups of students said that they monitored themselves by checking grammar correctness. Apart from that, the students in high and medium group also implemented writing outlines, and knowing their strengths and weaknesses whereas the students in low group would change their outlines while writing, and only knew their weaknesses.

Additionally, the students in medium group exposed that they also reviewed and revised their drafts.

Using additional learning tools

The students reviewed that there were various additional learning tools they used while writing assignments including online dictionaries, and search engines. In addition, the high and medium group of students claimed that they used additional learning tools such as translation programs. Moreover, the high and low group also learned vocabulary, grammar structures, and speeches from social networking sites. On the contrary, printed grammar books were only used in the low group.

Seeking assistance from others

While all groups of students were assigned to write, they mentioned that they asked for help from their classmates, and friends. However, the students in high and medium group expressed that they asked from teacher. Conversely, the students in low group stated that they never asked for assistance from anyone while they wrote their assignments.

Motivation

The motivations which made three groups of students did writing assignments were opportunity to write assignments on their own interesting topics, getting score, and the deadline of writing assignment submission. Besides, the high group students expressed that their motivations included the preference to write and the enjoyment when writing. It was the same as the medium group students which stated that improvement of writing skills was their motivation too.

# CHAPTER V

# CONCLUSIONS

The objectives of this study were to investigate and to compare self-directed learning performance of undergraduate students in English writing course with different levels of writing proficiency. Self-directed learning performance in this study included self-management, self-monitoring, using additional learning tools, seeking assistance from others, and motivation. Fifty-three third-year English major students in the 2nd semester of the academic year 2021 from the school of Liberal Arts, University of Phayao completed the questionnaire and nine voluntary students participated in the semi-structured interview.

The quantitative data from the questionnaire were analyzed using percentage in the first part. In the second part, the data were analyzed using means and standard deviation. Then, F-test was used to compare self-directed learning performance in five aspects of the undergraduate students among three groups. Finally, thematic analysis was used to analyze the qualitative data from the interview.

## Conclusions

1. Self-directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low)

1.1 Self-directed learning performance of high writing proficiency students

The results showed that the total mean scores of self-directed learning performance in all aspects of the high writing proficiency students were at high level ($\overline{X}$ = 3.67). It meant that the students in high group had high level of self-directed learning performance in English writing course. It was found that they had high level of self-directed learning performance in four aspects: self-monitoring ($\overline{X}$ = 4.11), using additional learning tools ($\overline{X}$ = 4.02), motivation ($\overline{X}$ = 3.74), and self-management ($\overline{X}$ =

3.56) whereas they had low level of self-directed learning performance in seeking assistance from others ($\overline{X}$ = 2.47).

From the interview, the group of high students revealed that to manage themselves before doing assignments, they wrote outlines, and set up timeframe and timeline. Then, they monitored themselves by implementing writing outlines, checking grammar correctness, and knowing their strengths and weaknesses. While they were writing, they stated that online dictionaries, translation programs, search engines, and learning vocabulary and speech from social networking sites were their additional learning tools. They claimed that they seek assistance from classmates, teachers, and friends while they were writing and after they completed their writing. Furthermore, they expressed that preference to write, enjoyment when writing, the opportunity to write assignments on their own interesting topics, and the deadline of writing assignment submission were their motivations to do writing assignments.

1.2 Self-directed learning performance of medium writing proficiency students

The results showed that the total mean scores of self-directed learning performance in all aspects of the medium writing proficiency students were at high level ($\overline{X}$ = 3.50). It meant that the students in medium group had high level of self-directed learning performance in English writing course. It was found that they had high level of self-directed learning performance in three aspects: using additional learning tools ($\overline{X}$ =4.06), self-monitoring ($\overline{X}$ = 3.71), and self-management ($\overline{X}$ = 3.52) while they had moderate level of self-directed learning performance in two aspects: motivation ($\overline{X}$ = 3.21), and seeking assistance from others ($\overline{X}$ = 2.78).

From the interview, the group of medium students explained that when they were assigned to do writing assignments, they managed themselves by having writing outlines and setting up their timeframe. After that, they would monitor themselves including writing following their outlines, evaluating writing structure, checking grammar correctness/parts of speech, and knowing their strengths and weaknesses. Then, online dictionaries, translation programs, and search engines would use as additional learning tools while writing. Moreover, they would ask for help from their classmates, teachers, and friends. They also exposed that the motivations to do writing assignments were an

opportunity to write on their own interesting topics, the score, writing skills improvement, and the deadline of writing assignment submission.

1.3 Self-directed learning performance of low writing proficiency students

The results showed that the total mean scores of self-directed learning performance in all aspects of low writing proficiency students were at moderate level ($\overline{X}$ = 3.19). It meant that the students in low group had moderate level of self-directed learning performance in English writing course. It was found that they had high level of self-directed learning performance in using additional learning tools ($\overline{X}$ = 4.14), had moderate level of self-directed learning performance in self-management ($\overline{X}$ = 3.17), self-monitoring ($\overline{X}$ = 3.11), and motivation ($\overline{X}$ = 2.97), and had low level of self-directed learning performance in seeking assistance from others ($\overline{X}$ = 2.50).

From the interview, the group of low students reviewed that before doing writing assignments, they had writing outlines, and set up a timeframe. To monitor themselves, they described that they checked grammar correctness, and knew their weaknesses. The additional learning tools they used while writing were online dictionaries, printed grammar books, search engines, and social networking sites to learn vocabulary, grammar structure, and speech. Whenever they need some assistance, they would ask classmates and friends. Furthermore, they also told that sometimes they did not ask anyone. They said that an opportunity to write on their own interesting topics, the score, and the deadline of writing assignment submission could motivate them to do writing assignments

2. The comparison of self-directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low)

The results of the comparison of self-directed learning performance among three groups of students were concluded as follows:

For students' self-management before doing writing assignments, the high writing proficiency students had the highest mean scores ($\overline{X}$ = 3.56), followed by the medium writing proficiency students ($\overline{X}$ = 3.52), and the low writing proficiency students ($\overline{X}$ = 3.17). There was no significant difference in the mean scores of the self-management of students among three groups (p = .573).

The mean scores of self-monitoring appeared that there was a significant difference among three levels of students. The students in high level had the highest mean scores ($\overline{X}$ = 4.11), followed by the students in medium level and the students in low level ($\overline{X}$ = 3.71, $\overline{X}$ = 3.11) respectively (p = .003).

The mean scores among three groups of students in using additional learning tools were no significant difference. The low group of students had the highest mean scores ($\overline{X}$ = 4.14), followed by the medium group of students ($\overline{X}$ = 4.06), and the high group of students ($\overline{X}$ = 4.02) (p = .904).

In seeking assistance from others, it was found that there was no significant difference among three groups of students. The mean scores of the medium group were the highest ($\overline{X}$ = 2.78), followed by the low group ($\overline{X}$ = 2.50), and the high group ($\overline{X}$ = 2.47) (p = .600).

According to the mean scores of motivation, the students in high group had the highest ($\overline{X}$ = 3.74), followed by the students in medium group ($\overline{X}$ = 3.21), and the students in low group ($\overline{X}$ = 2.97). It was indicated that there was a significant difference among three groups of students (p = .013).

These results showed that there were significant differences at .05 level among three groups of students in two aspects: self-monitoring and motivation while there were no statistically significant differences at .05 level among three groups of students in three aspects: self-management, using additional learning tools, and seeking assistance from others. These presented that self-directed learning performance in English writing course among three groups of students in self-monitoring, and motivation was different whereas self-directed learning performance in self-management, using additional learning tools, and seeking assistance from others was similar.

## Discussions

The results of this study can be discussed as follows:

1. Self-directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low)

1.1 From the results of self-directed learning performance of high writing proficiency students, the overall means in all aspects were at high level. It showed that the students in high group had high level of self-directed learning performance in English writing course. The results in each aspect revealed that they had high level in self-management, self-monitoring, using additional learning tools, and motivation while they had low level in seeking assistance from others.

The interview accorded with the quantitative results in which the high group of students expressed that they always managed themselves before writing assignments. Then, they monitored themselves while writing and after completing their writing by implementing writing outlines and checking grammar correctness. They used learning tools while writing such as online dictionaries. They showed high motivation in doing writing assignments. However, it was revealed that they sometimes asked for help when they wrote assignments.

The reason which made the high group had high level of self-directed learning performance could be due to their high motivation. It was supported by the analysis of the motivation aspect in the questionnaire that showed the highest mean scores. Filgona, Sakiyo, Gwany and Okoronka (2020) and Kozochkina (2009) claimed that the success of learning depended on whether or not the learners are motivated. Higher motivation to learn can be linked to better academic performance. According to Garrison (1997), self-directed learners can be defined as active, curious, motivated, interested to try new things and get involved in learning. Therefore, high motivation might be an important factor that made students have high level of self-directed learning performance. It was supported by the study of Abraham, et al. (2011) which explored first-year undergraduate medical students' self-directed learning readiness to physiology among three groups of achievers: high, medium, and low academic performance in physiology examination. This study explored self-directed learning in three scales: self-management, desire for learning, and self-control. The results revealed that high achievers had higher scores for all three scales compared with medium and low achievers. It also found that the high achievers had the highest median scores in desire for learning. The results were similar to the study of Abdulghani, et al. (2019) which measured the self-directed learning

readiness of the first clinical year medical students and found that students with GPA of highest scores (A+ and A) possessed high self-directed learning readiness, and they possessed the highest mean scores in desire for learning.

1.2 From the results of self-directed learning performance of medium writing proficiency students, the overall means in all aspects were at high level. It presented that the medium group of students had high level of self-directed learning performance in English writing course. The results in each aspect exposed that they had high level in the aspects of self-management, self-monitoring, and using additional learning tools while they had moderate level in the aspects of seeking assistance from others and motivation.

These results corresponded with the interview of the students in this group, they reviewed that the first thing they did before writing assignments was self-management by developing outlines. Then, they monitored themselves while writing, and after completing writing by reviewing and revising the draft, and checking grammar correctness. They also used additional learning tools while they were writing. These interviews presented that they had high level in self-management, self-monitoring, and using additional learning tools. However, they asked for assistance when they confronted difficulty, and when they finished writing, they asked their peers to review their work. Some students showed motivation in improving their writing skills.

The medium group had the highest mean scores in using additional learning tools. This finding may cause by students' need to develop writing skills. It was correlated to the interview which expressed their improvement of writing skills. These results agreed with the study of Gilquin and Laporte (2021) which examined the use of online writing tools by learners of English. The results revealed that the use of online writing tools helped learners write better texts. Also, the results corresponded to Phosa and Patamadilok (2020) which claimed that using internet-based technology such as online dictionaries and online websites could assist students to increase English writing ability because they could help students to understand word definition and ensure grammar correctness while writing. Conversely, they had the lowest mean scores in seeking help from others. The medium group may use the tools to support themselves while writing, so it was not necessary for them to ask for assistance from others. These

results were accorded with the interview that revealed occasional asking for help from others.

1.3 From the results of self-directed learning performance of low writing proficiency students, the overall means in all aspects were at moderate level. It presented that the group of low students had moderate level of self-directed learning performance in English writing course. The results in each aspect showed that they had high level in the aspect of using additional learning tools. They had moderate level in the aspects of self-management, self-monitoring, and motivation. They also had low level in the aspect of seeking assistance from others.

It agreed with the interview that the students in low group said about the several additional learning tools they always used while writing. This showed that they had high level in using additional learning tools. They stated they managed and monitored themselves before and after completing writing by developing outlines, evaluating writing structures, and editing word uses and grammar structures. They explained that writing scores motivated them to do writing tasks, and the deadline drove them to finish the tasks. They rarely sought assistance from anyone while they were writing.

The results showed that the low writing proficiency students had moderate level in self-directed learning performance in English Writing course. However, they had high mean scores in using additional learning tools. These may be from the easy access of learning aids. The students could find further information from a variety of social networking sites. This meant that they could write assignments conveniently. It was consistent with the interview that showed the various learning aids they used while doing assignments such as online dictionaries and printed grammar books. Nonetheless, this convenience could decrease the students' thinking skills. When they wrote using the information from learning aids, they did not apply their own knowledge and their thought. Hence, this may affect them in improving their language knowledge and skills. Lack of knowledge and skills cause them to get moderate level of self-directed learning performance and low-grade points. It was supported by the previous study of O. Navarro-Martinez and Peña-Acuña (2022) which investigated the relationship between Spanish teenage students' academic success and their use of technology and social networks.

The results showed that excessive use of technology and social networks impairs academic performance, leading to lower grades because students' academic performance could depend on themselves and the socio-affective which were around them. On the contrary, these results did not agree with the study of Alshalawi (2022) which found that the higher undergraduate students' social networking sites usage, the better academic performance they performed.

Interestingly, it could be seen that the mean scores of seeking assistance from others in all groups were the lowest. Probably, the students lacked of interaction in the face-to-face classroom because the participants in this study have been learning through online classrooms for two years due to the COVID-19 pandemic. The online classroom might be made the students not familiar with their classmates and teachers, so they rarely asked for help from them. It was supported by the previous studies of Farrah and Jabari (2020) which claimed that students' lack of participation and interaction was the main disadvantage of online learning. The study of Muilenburg and Berge (2005) also found that a lack of social interaction was the most essential obstacle to students' when learning online. Additionally, it agreed with the study of Cockerham, et al. which presented the voices of students in social interactions during the emergent shift to online learning environments. The students said that online learning environments did not give them the chance for social connections. These results were consistent with the lowest means of self-directed learning performance in the aspect of seeking assistance from others. Furthermore, the lack of participation and interaction of students also affected the relationship between teachers and students, and students and students. According to the study of Alawamleh, Al-Twait, and Al-Saht (2020) which explored the effect of online learning on communication between instructors and students during COVID-19 pandemic, the results reported that students prefer face-to-face classrooms over online classrooms due to many problems like lack of motivation and decrease in communication levels between the students and their instructors. Nevertheless, interaction can assist students to learn effectively. Swan (2003) and Mehall (2020) expressed that interaction plays an essential role in the students' development and affects the students' learning achievement. There are various studies about enhancing social interaction in the classroom, for it

believed that the students will be successfully when they had the opportunity to interact with others. This corresponded with the study of Jasima (2020) which studied the impact of using classroom interaction on teaching English grammar for 1st year Iraqi EFL university learners. In this study, the researcher developed English grammar of the learners by using classroom interaction techniques. The learners would be divided into two groups: experimental and control groups. The results reported that the experimental group had higher achievements than the control group. It also corresponded with the study of Yousef (2016) which used classroom interaction to develop academic writing. The results showed that students' interaction could positively be developed in writing topic sentences. The findings were in accord with the study of Hurst, Wallace, and Nixon (2013) that presented social interaction reflected the improvement of learners' literacy knowledge, critical thinking, and problem-solving skills. Furthermore, these findings were related to the definition of self-directed learning which was defined by Knowles (1975) as a process in which individuals begin with or without assistance from others.

2. The comparison of self-directed learning performance of undergraduate students with different levels of writing proficiency (high, medium, and low)

The results revealed that there were statistically significant differences at .05 level in two aspects: self-monitoring, and motivation among three groups. This indicated that the high and the medium group could monitor themselves to follow their writing outlines meanwhile the low group would change their outlines while writing assignments. It was supported by the analysis of the interview which expressed that the high and the medium group always implemented writing outlines while the low group did not always follow the writing plans based on the outlines. Additionally, the analysis of motivation from the questionnaire showed that the high writing proficiency students had higher motivation than the medium and low writing proficiency students. This could be discussed that students' motivation impacted their writing ability. Rosmayanti and Yanuarti (2018) indicated that students' motivation can influence their English language achievement. On the other hand, this statement was not accorded with the study of Razali et, al. (2018) which investigated students' self-directed learning readiness (SDLR) among foundation students from high and low proficiency levels to learn English language. The results

showed that students with lower and upper proficiency levels had similar level of motivation.

Nevertheless, there were no statistically significant differences at .05 level in three aspects: self–management, using additional learning tools, and seeking assistance from others among three groups. It indicated that self–directed learning performance in self–management, using additional learning tools, and seeking assistance from others were similar. For the students' self–management, it may result from the teachers' assignments that required everyone to write the outline before writing. Meanwhile, all students used learning tools to support them in searching information while writing. These corresponded with the previous study of Demir and İlhan (2022) which examined self–directed online learning skills of undergraduate students. From the Self–directed Online Learning Questionnaire, it was shown that there were no statistically significant differences between grade levels of undergraduate students in help seeking and time management. It was agreed with the study of Sriwichai and Inpin (2019) which examined the effectiveness of the writing instructional model based on blended and self–directed learning on promoting writing ability and self–directed learning of EFL university students with different levels of English proficiency (high, average, and low). The results found that there were no significant differences in all aspects among three groups of students at .05 level both from pre–assessment and post–assessment. The students with different levels of English proficiency showed similar level of self–directed learning, especially in high, and average groups. Conversely, it did not agree with the study of Fatimah Alghamdi (2016) which revealed statistically significant differences between successful and less–successful English language learners in self–management.

**Recommendations**

1. It is recommended for implications as follows:

According to the results, they will be beneficial for teachers or researchers who want to enhance students to be self–directed learners in learning English writing by integrating self–directed learning process such as self–management, self–monitoring, and motivation into their teaching strategies through online learning. The teachers should give

students the chance to write their writing plans, take the responsibility to follow the plan, evaluate their own mistakes, and motivate them to practice writing by allowing them to select the topic that they are interested in.

The results showed that the students in three groups asked for help from classmates and teachers. Therefore, to promote self-directed learning, both synchronous and asynchronous platforms should be provided for students to communicate with teachers and their peers when they need help.

2. It is recommended for further study as follows:

To get more accurate information, data collection should be conducted with a greater number of participants. Also, this study investigated undergraduate students in English writing course, so it will be useful for the researcher to examine self-directed learning in other skills such as learning reading, speaking, and vocabulary.

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# APPENDIX

**Appendix A Self-directed learning performance questionnaire**

**Self-directed Learning Performance Questionnaire**

**(แบบสอบถามการเรียนรู้แบบนำตนเอง)**

**Part 1 (ตอนที่ 1): Background Information (ข้อมูลส่วนตัว)**

1. Student Code (รหัสนิสิต): _____

2. Gender (เพศ)

☐ Male (ผู้ชาย) ☐ Female (ผู้หญิง)

3. Grade point (ผลการเรียน)

3.1 Paragraph Writing course (วิชาการเขียนย่อหน้า)

☐ A ☐ B+ ☐ B ☐ C+

☐ C ☐ D+ ☐ D ☐ F

**Part 2 (ตอนที่ 2): Self-directed learning in English writing course (การเรียนรู้แบบนำตนเองในรายวิชาการเขียนภาษาอังกฤษ)**

Instruction (คำชี้แจง): Please indicate your choice with a check (√) in the appropriate box which appears most self-directed learning performance in English Writing course to you. (โปรดทำเครื่องหมาย √ ลงในช่องที่ตรงกับการเรียนรู้แบบนำตนเองของท่านในรายวิชาการเขียนภาษาอังกฤษมากที่สุด) The scale in items 1-24 means (เกณฑ์การประเมินในข้อ 1-25):

5 = always (every assignment) (ทำทุกงานเขียน)

4 = often (every other day) (ทำวันเว้นวัน)

3 = sometimes (twice a week) (ทำอาทิตย์ละสองครั้ง)

2 = rarely (once a week) (ทำอาทิตย์ละหนึ่งครั้ง)

1 = never (ไม่ทำเลย)

The scale in items 26–30 means (เกณฑ์การประเมินในข้อ 26–30):

5 = strongly agree (เห็นด้วยอย่างยิ่ง)

4 = agree (เห็นด้วย)

3 = moderate (ปานกลาง)

2 = disagree (ไม่เห็นด้วย)

1 = strongly disagree (ไม่เห็นด้วยอย่างยิ่ง)

| Number (ข้อที่) | Item (รายการ) | 5 (always) (ทำทุกงานเขียน) | 4 (often) (ทำวันเว้นวัน) | 3 (sometimes) (ทำอาทิตย์ละ 2ครั้ง) | 2 (rarely) (ทำอาทิตย์ละ 1 ครั้ง) | 1 (never) (ไม่ทำเลย) |
|---|---|---|---|---|---|---|
| **Self-management (การจัดการตนเอง)** | | | | | | |
| 1 | I have a writing plan. (e.g. how many pages I will write, how do I start writing) (ฉันมีการวางแผนการเขียน เช่น ฉันจะเขียนกี่หน้า, ฉันจะเริ่มเขียนอย่างไร) | | | | | |
| 2 | I have a writing outline. (e.g. introduction, body, conclusion) (ฉันมีโครงร่างการเขียน เช่น บทนำ, เนื้อหา, สรุป) | | | | | |
| 3 | I set up strict time frames to write. (e.g. write introduction within 30 minutes) (ฉันกำหนดกรอบเวลาในการเขียนอย่างชัดเจน เช่น เขียนบทนำภายในเวลา 30 นาที) | | | | | |
| 4 | I set up a specific date and time to write an assignment. (e.g. I will write an assignment on 15th October at | | | | | |

| Number (ข้อที่) | Item (รายการ) | 5 (always) (ทำทุกงานเขียน) | 4 (often) (ทำวันเว้นวัน) | 3 (sometimes) (ทำอาทิตย์ละ 2ครั้ง) | 2 (rarely) (ทำอาทิตย์ละ 1 ครั้ง) | 1 (never) (ไม่ทำเลย) |
|---|---|---|---|---|---|---|
| | night) (ฉันกำหนดวันที่และเวลาที่ชัดเจนในการเขียนงานที่ | | | | | |
| 5 | I implement a writing outline to complete writing assignment. (ฉันเขียนตามโครงร่างการเขียนเพื่อทำให้งานเขียนสำเร็จ) | | | | | |
| 6 | I have a responsibility to write based on a plan, date, and time. (ฉันมีความรับผิดชอบในการเขียนตามแผน, วันที่ และเวลาที่กำหนดไว้) | | | | | |
| 7 | I evaluate writing structure in writing assignment. (e.g. introduction, main idea, supporting details) (ฉันประเมินโครงสร้างการเขียนในงานเขียน เช่น มีบทนำ, ใจความสำคัญ, รายละเอียดสนับสนุน) | | | | | |
| **Self-monitoring (การติดตามดูตนเอง)** | | | | | | |
| 8 | I check vocabulary. (e.g. word form, word choice) (ฉันตรวจสอบคำศัพท์ (เช่น รูปแบบของคำ, การเลือกใช้คำ) | | | | | |

| Number (ข้อที่) | Item (รายการ) | 5 (always) (ทำทุกงานเขียน) | 4 (often) (ทำวันเว้นวัน) | 3 (sometimes) (ทำอาทิตย์ละ 2ครั้ง) | 2 (rarely) (ทำอาทิตย์ละ 1 ครั้ง) | 1 (never) (ไม่ทำเลย) |
|---|---|---|---|---|---|---|
| 9 | I check writing mechanics. (e.g. capitalization and spelling) (ฉันตรวจสอบกลไกการเขียน เช่น การใช้อักษรตัวพิมพ์ใหญ่ และการสะกดคำ) | | | | | |
| 10 | I check sentence structure and word order. (e.g. subject, verb, position of adjectives) (ฉันตรวจสอบโครงสร้างของประโยคและการเรียงลำดับคำในประโยค เช่น ประธาน, กริยา, ตำแหน่งของคำคุณศัพท์) | | | | | |
| 11 | I check grammar correctness. (e.g. Tense, parts of speech) (ฉันตรวจสอบความถูกต้องของไวยากรณ์ เช่น กาลเวลา, ชนิดของคำ) | | | | | |
| 12 | I consider the strengths and weaknesses in my English writing. (ฉันพิจารณาจุดแข็งจุดอ่อนในการเขียนภาษาอังกฤษของตนเอง) | | | | | |

| Number (ข้อที่) | Item (รายการ) | 5 (always) (ทำทุกงานเขียน) | 4 (often) (ทำวันเว้นวัน) | 3 (sometimes) (ทำอาทิตย์ละ 2ครั้ง) | 2 (rarely) (ทำอาทิตย์ละ 1 ครั้ง) | 1 (never) (ไม่ทำเลย) |
|---|---|---|---|---|---|---|
| 13 | I review and revise the progress of the first draft to the final draft. (ฉันทบทวนและแก้ไขความก้าวหน้าของงานเขียนชิ้นแรกไปจนถึงงานเขียนชิ้นสุดท้าย) | | | | | |
| **Using additional learning tools (การใช้เครื่องมือในการเรียนรู้เพิ่มเติม)** | | | | | | |
| 14 | I use printed dictionaries. (e.g., Oxford, Longman) (ฉันใช้พจนานุกรมฉบับตีพิมพ์ เช่น Oxford, Longman) | | | | | |
| 15 | I use online dictionaries. (e.g., Longdo Dictionary, Oxford Dictionary) (ฉันใช้พจนานุกรมออนไลน์ เช่น Longdo Dictionary, Oxford Dictionary) | | | | | |
| 16 | I use printed or online vocabulary and grammar books. (ฉันใช้หนังสือคำศัพท์และไวยากรณ์แบบตีพิมพ์หรือออนไลน์) | | | | | |
| 17 | I use translation programs. (e.g., Google Translate, Scan & Translate Application) (ฉันใช้โปรแกรมแปลความหมาย เช่น | | | | | |

| Number (ข้อที่) | Item (รายการ) | 5 (always) (ทำทุกงานเขียน) | 4 (often) (ทำวันเว้นวัน) | 3 (sometimes) (ทำอาทิตย์ละ 2ครั้ง) | 2 (rarely) (ทำอาทิตย์ละ 1 ครั้ง) | 1 (never) (ไม่ทำเลย) |
|---|---|---|---|---|---|---|
| | Google Translate, Scan & Translate Application) | | | | | |
| 18 | I use a search engine for searching information while writing assignments. (e.g. Google) (ฉันใช้โปรแกรมค้นหาเพื่อค้นหาข้อมูลในขณะทำงานเขียน เช่น Google) | | | | | |
| 19 | I learn vocabulary and grammar structures from social networking sites. (e.g. YouTube, Facebook Fan page) (ฉันเรียนรู้คำศัพท์และโครงสร้างไวยากรณ์จากเครือข่ายสังคมออนไลน์ เช่น YouTube, Facebook Fan page) | | | | | |
| **Seeking assistance from others (การขอความช่วยเหลือจากผู้อื่น)** | | | | | | |
| 20 | I ask classmates. (ฉันสอบถามเพื่อนในชั้นเรียน) | | | | | |
| 21 | I ask foreign friends through social media such as Facebook, Instagram, Twitter (ฉันสอบถามเพื่อนชาวต่างชาติผ่านทางสื่อสังคมออนไลน์ เช่น Facebook, Instagram, Twitter) | | | | | |

| Number (ข้อที่) | Item (รายการ) | 5 (always) (ทำทุกงานเขียน) | 4 (often) (ทำวันเว้นวัน) | 3 (sometimes) (ทำอาทิตย์ละ 2ครั้ง) | 2 (rarely) (ทำอาทิตย์ละ 1 ครั้ง) | 1 (never) (ไม่ทำเลย) |
|---|---|---|---|---|---|---|
| 22 | I ask family members. (ฉันสอบถามสมาชิกในครอบครัว) | | | | | |
| 23 | I ask seniors. (ฉันสอบถามรุ่นพี่) | | | | | |
| 24 | I ask teachers. (ฉันสอบถามครู) | | | | | |
| **Motivation (แรงจูงใจในการเขียน)** | | | | | | |
| 25 | I prefer to write. (ฉันชอบเขียน) | | | | | |
| 26 | I enjoy when writing assignment. (ฉันเพลิดเพลินตอนทำงานเขียน) | | | | | |
| 27 | I have confidence in my writing abilities. (e.g. vocabulary, writing mechanics, grammar correctness) (ฉันมั่นใจใความสามารถในการเขียน เช่น คำศัพท์, กลไกการเขียน, ความถูกต้องของไวยากรณ์) | | | | | |
| 28 | I have my own interesting topic for writing assignment. (ฉันมีหัวข้อที่สนใจสำหรับงานเขียนที่ได้รับมอบหมาย) | | | | | |
| 29 | I want to get a high score on writing assignment. (ฉันอยากได้คะแนนงานเขียนสูง) | | | | | |

| Number (ข้อที่) | Item (รายการ) | 5 (always) (ทำทุกงานเขียน) | 4 (often) (ทำวันเว้นวัน) | 3 (sometimes) (ทำอาทิตย์ละ 2ครั้ง) | 2 (rarely) (ทำอาทิตย์ละ 1 ครั้ง) | 1 (never) (ไม่ทำเลย) |
|---|---|---|---|---|---|---|
| 30 | I am willing to improve my writing skills. (ฉันมีความตั้งใจในการพัฒนาการเขียนของตนเอง) | | | | | |

## Appendix B The semi-structured interview questions

### Question

**Question 1:** When you are assigned writing assignment, how do you manage yourself before doing assignment? (e.g. having a writing outline, or setting up a specific date and time to do writing assignment)

**Question 2:** How do you monitor yourself when you write assignment? (e.g. implementing writing outline to complete writing assignment, or checking grammar correctness)

**Question 3:** What learning tools do you use while writing assignment? (e.g. dictionaries, books, or social network sites such as YouTube)

**Question 4:** Whom do you ask for assistance while writing your assignment? (e.g. classmates, or teachers)

**Question 5:** What motivates you to do writing assignment? (e.g. enjoying when writing, or wanting to develop writing skills)

Appendix C The validity of the questionnaire

## The Index of Item Objective Congruence of the Questionnaire

| Items | Opinions | | | IOC | Results |
|---|---|---|---|---|---|
| | Expert 1 | Expert 2 | Expert 3 | | |
| 1 | +1 | +1 | +1 | 3 | 1 |
| 2 | +1 | +1 | +1 | 3 | 1 |
| 3 | +1 | +1 | +1 | 3 | 1 |
| 4 | +1 | 0 | +1 | 2 | 0.67 |
| 5 | +1 | +1 | +1 | 3 | 1 |
| 6 | +1 | +1 | +1 | 3 | 1 |
| 7 | +1 | 0 | +1 | 2 | 0.67 |
| 8 | +1 | +1 | +1 | 3 | 1 |
| 9 | +1 | +1 | +1 | 3 | 1 |
| 10 | +1 | +1 | +1 | 3 | 1 |
| 11 | +1 | +1 | +1 | 3 | 1 |
| 12 | 0 | +1 | +1 | 2 | 0.67 |
| 13 | +1 | +1 | +1 | 3 | 1 |
| 14 | +1 | +1 | +1 | 3 | 1 |
| 15 | +1 | +1 | +1 | 3 | 1 |
| 16 | +1 | +1 | +1 | 3 | 1 |
| 17 | +1 | +1 | +1 | 3 | 1 |
| 18 | 0 | +1 | +1 | 2 | 0.67 |
| 19 | 0 | +1 | +1 | 2 | 0.67 |
| 20 | +1 | 0 | +1 | 2 | 0.67 |
| 21 | +1 | 0 | +1 | 2 | 0.67 |
| 22 | +1 | 0 | +1 | 2 | 0.67 |
| 23 | +1 | 0 | +1 | 2 | 0.67 |
| 24 | +1 | 0 | +1 | 2 | 0.67 |
| 25 | +1 | +1 | +1 | 3 | 1 |
| 26 | +1 | +1 | +1 | 3 | 1 |
| 27 | +1 | +1 | +1 | 3 | 1 |
| 28 | +1 | +1 | +1 | 3 | 1 |
| 29 | +1 | +1 | +1 | 3 | 1 |
| 30 | +1 | +1 | +1 | 3 | 1 |

Appendix D The reliability of the questionnaire

## The Cronbach's Alpha Coefficient of the Questionnaire

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 20 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 20 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .904 | 30 |

Appendix E The validity of the semi-structured interview

The Index of Item Objective Congruence of the Interview

| Items | Opinions | | | IOC | Results |
|---|---|---|---|---|---|
| | Expert 1 | Expert 2 | Expert 3 | | |
| 1 | +1 | +1 | +1 | 3 | 1 |
| 2 | +1 | +1 | +1 | 3 | 1 |
| 3 | +1 | +1 | +1 | 3 | 1 |
| 4 | +1 | +1 | +1 | 3 | 1 |
| 5 | +1 | +1 | +1 | 3 | 1 |

# BIOGRAPHY

| | |
|---|---|
| **NAME** | Pornpittaya Mahamit |
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| **AWARD RECEIVED** | - |